

# MARSHALL HIGH SCHOOL

## Campus Improvement Plan 2020/2021

*Finish The Race*



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Date Reviewed:

DMAC Solutions ®

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# Campus Composition

## Demographics

### Demographic Summary

Marshall High School is located in Marshall, Texas. The school serves 9<sup>th</sup> – 12<sup>th</sup> grade and is the only high school for the district. The campus welcomed its first students September 1980. Currently, the school has a total enrollment of 1386 students, which has been an increase of about 1% from last year. The attached document state Marshall High School demographics and special programs information.

During the 2017 – 2018 schools TAPR report, Marshall was comprised of 7 campus administrators, 1010 professional staff, 15 professional support personnel and 13 educational aides. 71% of the staff was white, 32% African American and 4% Hispanic. There were 42% of the teacher with 1- 5 years of experience and an average of 20% with 5 or more years of experience.

Marshall offers its students various courses in each subject area as well as elective courses. Dual credit and AP classes as well as CTE certification classes are just a few of the specialized classes offered. Tutorial and interventions are provided for students who are not meeting assessment standards in class or on campus, district, and state assessments.

Marshall's Athletics Department prides itself on being a powerhouse within the district and throughout the state. Several of the campuses athletic teams have advanced from district play. Academics are important to our athletic teams. We have at least 50% of our players receive the district academic team award.

Community member play an active role as stakeholders at Marshall High School. Many serve in various capacities on the campus. Parent volunteers and business partners assist and participate in activities that are sponsored by the clubs and organizations on campus.

**TOTAL ENROLLMENT 1413**

ENROLLMENT BY GRADE	Count	%Enroll
EARLY EDUCATION	0	0.00%
PRE-KINDERGARTEN	0	0.00%
KINDERGARTEN	0	0.00%
GRADE 1	0	0.00%
GRADE 2	0	0.00%
GRADE 3	0	0.00%
GRADE 4	0	0.00%
GRADE 5	0	0.00%
GRADE 6	0	0.00%
GRADE 7	0	0.00%
GRADE 8	0	0.00%
GRADE 9	416	29.44%
GRADE 10	399	28.24%
GRADE 11	318	22.51%
GRADE 12	280	19.82%
<b>TOTAL</b>	<b>1,413</b>	<b>100.00%</b>

ENROLLMENT BY SEX	Count	%Enroll
MALE	704	49.82%
FEMALE	709	50.18%
<b>TOTAL</b>	<b>1,413</b>	<b>100.00%</b>

ADA ELIGIBILITY	Count	%Enroll
*0* ENROLLED, NOT IN MEMBERSHIP	2	0.14%
*1* ELIGIBLE FOR FULL DAY	1,397	98.87%
*2* ELIGIBLE FOR HALF DAY	0	0.00%
*3* TRANSFER FOR FULL DAY	12	0.85%
*4* INELIGIBLE FOR FULL DAY	2	0.14%
*5* INELIGIBLE FOR HALF DAY	0	0.00%
*6* TRANSFER FOR HALF DAY	0	0.00%
*7* ELIGIBLE FLEX ATND	0	0.00%
*8* INELIGIBLE FLEX ATND	0	0.00%
<b>TOTAL</b>	<b>1,413</b>	<b>100.00%</b>

	Count	%Enroll
LEP	111	7.86%
IMMIGRANT	5	0.35%
ECONOMIC DISADVANTAGE	956	67.66%
MILITARY CONNECTED	43	3.04%
FOSTER CARE	17	1.20%
DYSLEXIA	15	1.06%

ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	2	0.14%	0.14%
ASIAN	12	0.85%	0.85%
BLACK/AFRICAN AMER.	550	38.92%	38.92%
HISPANIC/LATINO	498	35.24%	35.24%
WHITE	307	21.73%	21.73%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	44	3.11%	3.11%
<b>TOTAL</b>	<b>1,413</b>	<b>100.00%</b>	<b>100.00%</b>

MIGRANTS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
<b>TOTAL</b>	<b>0</b>	<b>0.00%</b>	<b>0.00%</b>

ELIGIBLE FOR FREE/REDUC MEALS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	3	0.31%	0.21%
BLACK/AFRICAN AMER.	426	44.56%	30.15%
HISPANIC/LATINO	367	38.39%	25.97%
WHITE	130	13.60%	9.20%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	30	3.14%	2.12%
<b>TOTAL</b>	<b>956</b>	<b>100.00%</b>	<b>67.66%</b>

BILINGUAL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
<b>TOTAL</b>	<b>0</b>	<b>0.00%</b>	<b>0.00%</b>

ESL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	4	3.85%	0.28%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	100	96.15%	7.08%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
<b>TOTAL</b>	<b>104</b>	<b>100.00%</b>	<b>7.36%</b>

GIFTED & TALENTED	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	3	0.98%	0.21%
BLACK/AFRICAN AMER.	93	30.49%	6.58%
HISPANIC/LATINO	105	34.43%	7.43%
WHITE	97	31.80%	6.86%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	7	2.30%	0.50%
<b>TOTAL</b>	<b>305</b>	<b>100.00%</b>	<b>21.59%</b>

# MARSHALL HIGH SCHOOL

## **Mission**

*M - Making connections  
A - Academic excellence  
V - Vital contributions to society*

*U - Understanding individual possibilities  
P - Pursuing positive purpose*

## **Vision**

*Maverick are ACE's*

*Accepted to a 2 or 4 year university with 9 or more college hours  
Certified with a TEA approved industry based Certification  
Enlisted in the Military*

### Nondiscrimination Notice

MARSHALL HIGH SCHOOL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# MARSHALL HIGH SCHOOL Site Base

Name	Position
Gregory, Matthew	Principal
Camplin, Todd	Teacher
Roach, Yulonda	Teacher
Jamarik, Candice	Teacher
Bayless, Nakena	Assistant Principal
Arabie, Susan	Teacher
Skinner, Amanda	Teacher
Nichols, Kyle	Teacher
Webb, Karen	Teacher
Fournier, Henslee	Counselor
Potts, Skylyn	Teacher
Page, Jennifer	Parent
Hervey, Erica	Teacher
Carpenter, Irene	Teacher

# Funding Resources

<b>Resource/Source</b>
<b>Federal Programs</b>
Carl Perkins
IDEA Special Education
Title I
Title III Bilingual / ESL
Title IV Safe and Drug Free
Title VI, Part B Rural/Low Income
<b>State Programs</b>
Bilingual/ESL Program
Gifted/Talented
Local Funds
Special Education
State Compensatory
<b>Local Programs</b>
None.
<b>Other Programs</b>
Local Districts

# No Child Left Behind Performance Goals

*(These goals have not been updated by the U.S. Department of Education as of the 2020/2021 school year.)*

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.

# MARSHALL HIGH SCHOOL

**Goal 1.** The academic achievement of all students will be raised through equitable, rigorous opportunities, and increased expectations. As a result, state assessment scores will increase twenty percent within the next three years.

**Objective 1.** By June 2021, 40% of all Algebra I students and each student group, including Special Education students tested, will meet established standards for the “Meets” state assessment

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. PLC meetings will utilize purposeful instructional planning, analysis of state and local assessment data to ensure rigorous instruction. (Title I SW: 1,2,4) (Title I SW Elements: 2.6) (Title I TA: 3,6) (Target Group: All,ECD,LEP,SPED,9th,10th,11th,12th) (Strategic Priorities: 2,4) (CSFs: 1,2)	Academic Dean, Core Subject Teachers, Instructional Coach	Weekly	(F)Title I	Summative - Team data from state and local assessments
2. Utilize Special Education teachers to provide a co-teach model of instruction and support. (Title I SW: 1,3,5) (Title I SW Elements: 1.1) (Title I TA: 1,4) (Target Group: SPED,9th,10th,11th,12th) (Strategic Priorities: 2) (CSFs: 1)	Assistant Principal(s), Core Subject Teachers, Principal, Special Ed Teachers	Daily	(S)Special Education	Summative - Local/state assessments & Power Walks
3. Reflective Practice Model (RPM Walks) to ensure horizontal alignment and evidence of teaching and learning. (Title I SW Elements: 1.1) (Title I TA: 1) (Target Group: All,ECD,LEP,SPED) (Strategic Priorities: 2) (CSFs: 1,2)	Academic Dean, Core Subject Teachers, Instructional Coach, Principal	End of the Six Weeks	(F)Title I, (S)Local Funds	Summative - Common assessments, Benchmarks, EOC exams
4. Remediation for struggling Algebra I EOC re-testers during the school day. (Title I SW: 1) (Title I SW Elements: 2.6) (Title I TA: 1,3) (Target Group: All,W,AA,ECD,LEP,SPED,AtRisk) (Strategic Priorities: 2,4) (CSFs: 1,4)	Interventionist	Weekly	(F)Title I	Summative - Six weeks grade reports and state/local assessments
5. Students will use interactive journals note taking and summaries of learning. (Title I SW: 1) (Title I SW Elements: 2.5,2.6) (Title I TA: 1,3) (Target Group: All,ECD,LEP,SPED,AtRisk) (Strategic Priorities: 2,3) (CSFs: 1)	Academic Dean, Assistant Principal(s), Core Subject Teachers, Instructional Coach, Principal, Special Ed Teachers	Daily	(S)Local Funds	Summative - Powerwalks, RPMs, PLCs
6. Teachers will implement small group instruction employing differentiated instruction, informal assessments and instructional technology. (Title I SW: 9) (Title I SW Elements: 1.1,2.5) (Title I TA: 1,3) (Target	Academic Dean, Assistant Principal(s), Instructional Coach, Principal, Special Ed Teachers, Teacher(s)	Weekly		Formative - Checks for understanding



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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Group: All,W,AA,ECD,LEP,SPED,AtRisk) (Strategic Priorities: 2) (CSFs: 1)				
7. Closely monitor data of ELL students and those served by Special Education on local/state assessments and benchmarks. (Title I SW Elements: 1.1) (Title I TA: 1) (Target Group: LEP,SPED) (Strategic Priorities: 2) (CSFs: 1,2)	Academic Dean, Instructional Coach, Principal, Special Ed Teachers, Teacher(s)	Every six weeks		Summative - Local/state assessments

# MARSHALL HIGH SCHOOL

**Goal 1.** The academic achievement of all students will be raised through equitable, rigorous opportunities, and increased expectations. As a result, state assessment scores will increase twenty percent within the next three years.

**Objective 2.** By June 2021, 40% of all ELA students and each student group including Special Educational, African American, and White Students will meet established standards on the "meets" criteria on the state assessment. By June 2019, 65% of all ELA students and each student group including Special Educational students will meet established standards on the "approaches" criteria on the state assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Pre-AP and AP teachers will collaborate with teachers in other content areas for project based learning experiences. (Title I SW: 1) (Title I SW Elements: 2.5,2.6) (Title I TA: 3) (Target Group: All) (Strategic Priorities: 2,3) (CSFs: 1)	Core Subject Teachers, Instructional Coach, Principal	At least once per semester		Summative - Completed projects
2. Create and utilize Bell Ringers that enhance writing and proofreading skills. This will help students practice for the objective portion of the state assessment. (Title I SW: 1) (Title I SW Elements: 1.1,2.5) (Title I TA: 3) (Target Group: All,W,AA,ECD,LEP,SPED,AtRisk) (Strategic Priorities: 2) (CSFs: 1)	Core Subject Teachers, Instructional Coach	Weekly		Formative - Self assessment and peer assessment
3. PLC meetings will utilize purposeful instructional planning, analysis of data from local/state assessments, and the Reflective Practice Model to ensure rigorous instruction. (Title I SW Elements: 1.1) (Title I TA: 2) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2,7)	Academic Dean, Core Subject Teachers, Instructional Coach, Principal	Weekly	(F)Title I	Summative - Team data from state and local assessments
4. Utilize Special Education teachers to provide Co-Teach model of instruction to students. (Title I SW Elements: 1.1,2.5) (Title I TA: 1,3) (Target Group: SPED) (Strategic Priorities: 2) (CSFs: 1)	Core Subject Teachers, Principal, Special Ed Teachers, SPED Coordinators	Weekly	(F)IDEA Special Education	Summative - Local/state assessments
5. Remediation will be available for students struggling on the English 1 & 2 EOC during the school day. (Title I SW Elements: 1.1,2.6) (Title I TA: 1) (Target Group: All,W,AA,ECD,LEP,SPED,AtRisk) (Strategic Priorities: 2) (CSFs: 1,4)	Core Subject Teachers, Intervention Teacher, Principal	Weekly	(F)Title I, (S)Local Funds	Summative - Local/state assessments
6. Utilize Read Box for pulling small groups during Readers' workshop. (Title I SW: 1) (Title I SW Elements: 1.1,2.2,2.6) (Title I TA: 1) (Target Group:	Core Subject Teachers, Instructional Coach	Weekly		Formative - Read Box circulation numbers

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
All,W,AA,ECD,LEP,SPED,AtRisk) (Strategic Priorities: 2) (CSFs: 1)				
7. Implement Readers and Writers' workshop weekly (Title I SW Elements: 1.1) (Title I TA: 1) (Target Group: ECD,LEP,AtRisk) (Strategic Priorities: 2) (CSFs: 1,2,4)	Academic Dean, Instructional Coach, Principal, Teacher(s)	Weekly		Formative - Teacher observations, progress monitoring with STAR Renaissance
8. Closely monitor data of students served by Special Education and ELL students on local/state assessments and benchmarks. (Title I SW Elements: 1.1) (Target Group: SPED) (Strategic Priorities: 2) (CSFs: 1,2,4)	Academic Dean, Interventionist, Special Ed Teachers, Teacher(s)	Every six weeks	(S)Special Education	Summative - Local/state assessments
9. Utilize AVID to give students support to access Pre AP and AP courses. (Title I SW Elements: 1.1) (Title I TA: 1) (Target Group: ECD) (Strategic Priorities: 3) (CSFs: 1)	Counselor(s), Principal	Annually	(F)Title I	Summative - Six weeks grading reports

# MARSHALL HIGH SCHOOL

**Goal 1.** The academic achievement of all students will be raised through equitable, rigorous opportunities, and increased expectations. As a result, state assessment scores will increase twenty percent within the next three years.

**Objective 3.** By June 2021, 55% of all science students and each student group, including students receiving special services, will meet established standards for the "meets" on the state assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. PLC meetings will utilize purposeful instructional planning, analysis of local/state data to ensure rigorous instruction. (Title I SW: 1,4) (Title I SW Elements: 1.1) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,2)	Academic Dean, Assistant Principal(s), Core Subject Teachers, Principal	Weekly	(S)Local Funds	Summative - Local/State assessments
2. Utilize AVID to give students access and support to students Pre-AP and AP courses. (Title I SW Elements: 2.6) (Title I TA: 3) (Target Group: ECD) (Strategic Priorities: 3) (CSFs: 1)	Core Subject Teachers, Counselor(s), Principal	Annually	(S)Local Funds	Summative - Six weeks grade reports
3. Remediation for Biology EOC re-testers will be available during the school day. (Title I SW Elements: 1.1,2.6) (Title I TA: 1) (Target Group: All,ECD,SPED,AtRisk) (Strategic Priorities: 4) (CSFs: 1,2,4)	Core Subject Teachers, Instructional Coach, Interventionist, Principal	Nov. 2020 & April 2021	(F)Title I, (S)Local Funds	Summative - State assessment data
4. Utilize Cornell notes to assist students with note taking skills and help them take ownership of their own learning. (Title I SW: 2) (Title I SW Elements: 2.5,2.6) (Title I TA: 3) (Target Group: All) (Strategic Priorities: 3) (CSFs: 1)	Principal, Teacher(s)	Weekly	(S)Local Funds	Cornell notes samples from classes will be shared each six weeks.
5. Focus will be given to teaching the academic vocabulary associated with the content. (Title I SW: 1) (Title I SW Elements: 1.1) (Title I TA: 3) (Target Group: All,LEP,SPED,AtRisk) (Strategic Priorities: 2) (CSFs: 1)	Core Subject Teachers, Department Heads	Weekly		Summative - Local assessment grades
6. Purchase and utilize hands-on materials for science instruction during labs. (Title I SW: 1) (Title I SW Elements: 2.6) (Title I TA: 3) (Target Group: All) (Strategic Priorities: 3) (CSFs: 1)	Core Subject Teachers, Department Heads, Principal	Weekly	(F)Title I, (O)Local Districts	Summative - Local & state assessment scores
7. Students will use interactive journals for note taking and summaries of learning. (Title I SW Elements: 1.1) (Title I TA: 1,3) (Target	Academic Dean, Assistant Principal(s), Core Subject Teachers, Department Heads,	Daily	(S)Local Funds	Summative - Power Walks, RPMs, & PLCs

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**Goal 1.** The academic achievement of all students will be raised through equitable, rigorous opportunities, and increased expectations. As a result, state assessment scores will increase twenty percent within the next three years.

**Objective 3.** By June 2021, 55% of all science students and each student group, including students receiving special services, will meet established standards for the "meets" on the state assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Group: All,ECD,LEP,SPED,AtRisk) (Strategic Priorities: 3) (CSFs: 1)	Instructional Coach, Principal, Special Ed Teachers			
8. Closely monitor data off ELL students and those served by Special Education on local/state assessments and benchmarks. (Title I SW Elements: 1.1) (Title I TA: 1) (Target Group: LEP,SPED) (Strategic Priorities: 4) (CSFs: 2)	Academic Dean, Department Heads, Instructional Coach, Principal, Special Ed Teachers, Teacher(s)	Every six weeks		Summative - Local/state assessment scores

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**Goal 1.** The academic achievement of all students will be raised through equitable, rigorous opportunities, and increased expectations. As a result, state assessment scores will increase twenty percent within the next three years.

**Objective 4.** By June 2021, 45% of all Social Studies students will meet established standards on the "meets" state assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. PLC meetings will utilize purposeful instructional planning, analysis of state and local assessment data to ensure rigorous instruction. (Title I SW: 1,4) (Title I SW Elements: 1.1,2,2.2,2.4) (Title I TA: 3,6) (Target Group: All,ECD,LEP,SPED,AtRisk) (Strategic Priorities: 1,4) (CSFs: 1,2)	Academic Dean, Core Subject Teachers, Instructional Coach	Weekly	(F)Title I	Summative - Team data from state and local assessments
2. Utilize AVID to give students support to access Pre-AP and AP courses. (Title I SW: 1) (Title I SW Elements: 2.6) (Title I TA: 1,3) (Target Group: ECD,AtRisk) (Strategic Priorities: 3) (CSFs: 1)	Counselor(s), Principal	Annually	(S)Local Funds	Summative - Six weeks grade reports
3. Coordinate with the ELA department for novel content extensions and Project Based Learning opportunities with World Geography students. (Title I SW Elements: 2.5) (Title I TA: 1,3) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,4)	Core Subject Teachers, Department Heads, Instructional Coach, Lead Teacher, Principal	Fall Semester & Spring Semester		Summative - Completed projects
4. Remediation for U.S. History EOC students will be offered during the school day. (Title I SW Elements: 2.6) (Title I TA: 1) (Target Group: ECD,LEP,SPED,AtRisk) (Strategic Priorities: 4) (CSFs: 1)	Core Subject Teachers, Intervention Teacher, Principal	Nov. 2020 & April 2021	(F)Title I, (S)Local Funds	Summative - Six weeks grade reports and state/local assessments
5. Utilize Cornell notes to help students with note taking skills and help them take ownership of their own learning. (Title I SW: 2) (Target Group: All) (Strategic Priorities: 3)	Principal, Teacher(s)	Weekly	(S)Local Funds	Summative - Student samples of Cornell notes will shared during PLCs.
6. Closely monitor data of ELL students and those served by Special Education on local/state assessments and benchmarks. (Title I SW: 1,9) (Title I SW Elements: 1.1) (Title I TA: 1) (Target Group: ECD,LEP,SPED,AtRisk) (Strategic Priorities: 2) (CSFs: 1,2)	Academic Dean, Department Heads, Instructional Coach, Special Ed Teachers, Teacher(s)	Each six weeks	(S)Local Funds	Summative - Local/state assessments

# MARSHALL HIGH SCHOOL

**Goal 1.** The academic achievement of all students will be raised through equitable, rigorous opportunities, and increased expectations. As a result, state assessment scores will increase twenty percent within the next three years.

**Objective 4.** By June 2021, 45% of all Social Studies students will meet established standards on the "meets" state assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Utilize word walls and Frayer Models to teach and reinforce academic vocabulary. (Title I SW: 1) (Title I SW Elements: 1.1) (Title I TA: 3) (Target Group: All,AA,ECD,ESL,SPED) (Strategic Priorities: 2) (CSFs: 1)	Core Subject Teachers, Lead Teacher	Weekly	(O)Local Districts	Summative - Common assessments
8. Reteach and spiral historically low performing student expectation concepts. (Title I SW: 1) (Title I SW Elements: 2.6) (Title I TA: 3) (Target Group: All,AA,ECD,ESL,SPED) (Strategic Priorities: 4) (CSFs: 1,2)	Core Subject Teachers, Lead Teacher	Each six weeks	(F)Title I	Summative - Common assessment scores

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- Goal 1.** The academic achievement of all students will be raised through equitable, rigorous opportunities, and increased expectations. As a result, state assessment scores will increase twenty percent within the next three years.
- Objective 5.** By June 2021, 89% of Marshall High school students including African American, Special Education, and White will be considered CCMR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Counselors, Go-Center Coordinators, and campus Principal will meet monthly to discuss student progress and goals for college readiness. (Title I SW: 1) (Title I SW Elements: 1.1) (Title I TA: 1) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 3,4) (CSFs: 1)	College/Career Advisors, Counselor(s), Principal	Monthly		Summative - 55% of students college and career ready according to state accountability
2. Continue to modify the Go Center to best meet the needs of our students for greater college and career access/opportunities. (Title I SW Elements: 1.1) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 3) (CSFs: 1,5)	College/Career Advisors, Counselors, Principal	Monthly	(S)Local Funds	Go Center sign in sheets
3. Utilize Go Center Coordinators to increase college and career readiness encouraging students to continue their education after high school. (Title I SW Elements: 1.1,2.6) (Title I TA: 1) (Target Group: ECD,LEP,AtRisk) (Strategic Priorities: 3) (CSFs: 1)	College/Career Advisors, Counselors, Principal	Daily	(F)Title I	Number of PSAT, ACT, SAT, TSI participants
4. Khan Academy Blitz to increase participation with ACT/SAT prep course to better prepare students. (Title I SW Elements: 1.1) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 3) (CSFs: 1)	College/Career Advisors	Monthly		Number of ACT/SAT participants & ACT/SAT scores
5. Have a Registration Blitz to help students get registered for the ACT. (Title I SW Elements: 2.6) (Target Group: All,ECD) (Strategic Priorities: 3)	College/Career Advisors, Counselors	September 2020-May 2021		Number of students taking the ACT
6. Have an Application Blitz for seniors to help them apply to college. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 3)	College/Career Advisors, Counselors	September 2020		Number of seniors accepted to college
7. Provide seniors with ACT, SAT, and TSI tutorials. (Title I SW Elements: 1.1) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 3) (CSFs: 1)	College/Career Advisors, Counselor(s), Principal	Fall and Spring semesters	(F)Title I, (S)Local Funds	Summative - ACT, SAT, and TSI scores as well as sign-in sheets for tutorial participation



# MARSHALL HIGH SCHOOL

- Goal 1.** The academic achievement of all students will be raised through equitable, rigorous opportunities, and increased expectations. As a result, state assessment scores will increase twenty percent within the next three years.
- Objective 5.** By June 2021, 89% of Marshall High school students including African American, Special Education, and White will be considered CCMR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. In an effort to increase academic rigor and student success, MHS will increase dual credit offerings and limit AP offerings working to increase the overall college readiness of our students. (Title I SW: 1,3) (Title I SW Elements: 1.1,2.6) (Title I TA: 1) (Target Group: ECD,10th,11th,12th) (Strategic Priorities: 3,4) (CSFs: 1)	Assistant Principal(s), Counselors, Principal, Teacher(s)	September 2020		Summative - Number of students receiving dual credit
9. Meet with sophomores to share and promote Mav U and Mav Tech courses. (Title I SW Elements: 1.1) (Title I TA: 8) (Target Group: All) (Strategic Priorities: 3) (CSFs: 1)	College/Career Advisors, Counselors, Principal	Spring 2021		Enrollment numbers for Mav U and Mav Tech
10. University of Texas On Ramp courses will be provided to at-risk students to give them dual-credit opportunities. (Title I SW Elements: 2.6) (Target Group: ECD,AtRisk) (Strategic Priorities: 3) (CSFs: 1,3,5,6)	Counselors, Principal, Teacher(s)	Daily	(F)Title I	Summative - Dual credit completion of hours by 90% of participating students.
11. Ensure that CTE students enroll and complete a coherent course sequence. (Title I SW Elements: 1.1) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 3) (CSFs: 1)	Counselor(s), Principal, Teacher(s)	Annually	(S)FTE, (S)State Compensatory	Summative - Increase total number of students receiving a CTE endorsement
12. Create more opportunities for industry based certifications (Title I SW Elements: 1.1) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 3) (CSFs: 1)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	Annually	(S)FTE, (S)State Compensatory	Increase in the total number of certifications
13. Parent meetings to inform parents of their child's college opportunities and preparation. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 3) (CSFs: 5)	College/Career Advisors, Counselor(s), Principal	Fall and Spring semester		Parental participation monitored through sign-in sheets
14. Increase the number of FAFSA meetings offered to families and offer at different times of the day. (Title I SW Elements: 3.2) (Title I TA: 7) (Target Group: All,ECD) (Strategic	College/Career Advisors, Counselors	Sept. 2020-February 2021		Meeting sign-in sheets

# MARSHALL HIGH SCHOOL

**Goal 1.** The academic achievement of all students will be raised through equitable, rigorous opportunities, and increased expectations. As a result, state assessment scores will increase twenty percent within the next three years.

**Objective 5.** By June 2021, 89% of Marshall High school students including African American, Special Education, and White will be considered CCMR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Priorities: 3)				
15. Hold an additional college fair to be held in the evening during the spring semester highlighting East Texas options. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3) (CSFs: 5)	College/Career Advisors, Counselors, Principal	Spring 2021	(O)Local Districts	Number of students participating

# MARSHALL HIGH SCHOOL

**Goal 2.** Students will be equipped to meet future endeavors by embracing and utilizing technology.

**Objective 1.** Students will utilize various technology in an educational setting

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will use various computer software in their classrooms such as IXL, Mirror Math, STAR Renaissance, Kahoot! and others as provided by the district. (Title I SW: 1,8,9) (Title I SW Elements: 1.1,2.6) (Title I TA: 1) (Target Group: All,AtRisk,9th,10th) (Strategic Priorities: 2,4) (CSFs: 1,2)	Academic Dean, Core Subject Teachers, Instructional Coach, Principal	Weekly	(F)Title I	Summative - PLC Meetings, Powerwalks, Data Meetings
2. Chrome books will be utilized in Algebra I, English I, and II classrooms. MHS will continue to purchase technology to enhance the learning of the students and assist in small group instruction. (Title I SW: 1,9) (Title I SW Elements: 1.1,2.6) (Title I TA: 1,3) (Target Group: All,ECD,9th,10th) (Strategic Priorities: 2,4) (CSFs: 1,2)	Core Subject Teachers, Director of Technology, Instructional Coach, Interventionist, Principal, Special Ed Teachers	Weekly	(F)Title I	Summative - Powerwalks, PLC & Data Meetings,
3. Juniors and Seniors will use technology to research scholarships, FASFA information, SAT, ACT registration which will help them be college ready. (Title I SW: 1,9) (Title I SW Elements: 1.1,3.2) (Title I TA: 1) (Target Group: All,AA,ECD,SPED,11th,12th) (Strategic Priorities: 3) (CSFs: 1)	College/Career Advisors, Counselor(s), Principal	Weekly		Summative - Percentage of students signing up for ACT/SAT Percentage of students receiving scholarships Percentage of students applying for college and being accepted Percentage of students participating in Mav U and Mav Tech
4. Teachers will use Google Classroom to support instruction outside of the classroom. (Title I SW Elements: 2.6) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	Academic Dean, Instructional Coach, Principal, Teacher(s)	Daily		Summative - Common assessments, benchmarks, EOC exams
5. The Advanced Animation students will use technology, audio/visual equipment and green screens to create programming that can be used to further communicate with a variety of Maverick stakeholders. (Title I SW Elements:	Principal	Weekly		Formative - Programming made available to stakeholders

# MARSHALL HIGH SCHOOL

**Goal 2.** Students will be equipped to meet future endeavors by embracing and utilizing technology.

**Objective 1.** Students will utilize various technology in an educational setting

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
2.1) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4) (CSFs: 5)				

# MARSHALL HIGH SCHOOL

**Goal 3.** Support, retain and recruit district personnel aligned with the Maverick Vision.

**Objective 1.** Hire highly qualified teachers and paraprofessionals for all courses in compliance with federal and state guidelines.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Interview multiple candidates for posted positions when possible. (Title I TA: 5) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Academic Dean, Assistant Principal(s), Principal	March 2020-August 2020	(S)Local Funds	Formative - Highly qualified teachers hired for all positions
2. Recruit highly qualified teachers by participating in job fairs. (Title I TA: 5) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Assistant Principal(s), Executive Director of Human Resources, Principal	March 2020-March 2021	(S)Local Funds	Summative - Highly qualified teachers will be recruited, trained, and supported
3. Conduct random acts of appreciation for the staff throughout the school year. (Title I TA: 5) (Target Group: All)	Academic Dean, Assistant Principal(s), Principal	August 2020-May 2021	(S)Local Funds	Formative - Improved teacher morale
4. Improve staff communication through email, announcements, meetings and celebrations. (Title I TA: 5) (Target Group: All)	Principal	August 2020-June 2021	(S)Local Funds	Formative - Emails and sign-in sheets from meetings
5. Actively work to recruit 100% highly qualified staff for core subject areas. (Target Group: All) (CSFs: 1,3,6,7)	Academic Dean, Assistant Principal(s), Principal	March 2020-August 2020		Summative - closely monitor teacher certificates
6. Ensure that low income and minority students are not taught at higher rates than other student groups by unqualified, out-of-field, or inexperienced teachers. (Target Group: H,AA,ECD) (CSFs: 1,6,7)	Counselors, Principal	Annually		Number of highly qualified teachers
7. In a effort to retain highly qualified staff and create a positive climate/culture there will be opportunities for teachers to celebrate accomplishments and interact with each other. (Target Group: All) (CSFs: 1,6,7)	Academic Dean, Assistant Principal(s), Principal	Annually		Summative - teacher retention, fewer teacher absences, increased teacher collaboration

# MARSHALL HIGH SCHOOL

**Goal 3.** Support, retain and recruit district personnel aligned with the Maverick Vision.

**Objective 2.** 100% of core academic classes will be taught by highly qualified teachers and 100% of paraprofessionals with instructional duties will meet NCLB requirements. The LEA will recruit and retain highly qualified teachers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Employ LOTE teachers to provide for rigorous language instruction for a diverse learning experience. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1,3) (CSFs: 1)	Principal	March 2020-September 2020	(S)FTE, (S)State Compensatory	Summative - Common Assessments and Benchmark

# MARSHALL HIGH SCHOOL

**Goal 4.** Capitalize on the resources of our diverse community to cultivate new and strengthen existing partnerships through collaboration and communication.

**Objective 1.** Increase communication with all stakeholders.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize the district call out system to increase communication with parents/guardians. (Title I SW: 1,6) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 3,4) (CSFs: 1,5,6)	Principal	August 2020-June 2021	(S)Local Funds	Summative - Parent Survey at the end of the Year
2. Utilize all social media tools used by the district to communicate with all stakeholders. (Title I SW: 1,6) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 2,3,4) (CSFs: 1,3,5,6)	Principal	August 2020-June 2021	(S)Local Funds	Summative - Increased reports of being informed and less reports of not being aware of what is happening at MHS
3. Increase Skyward Parent Portal enrollment. (Title I SW: 6,9) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 2,3,4) (CSFs: 1,5,6)	Academic Dean, Assistant Principal(s), Counselor(s), Principal	August 2020-October 2020	(F)Title I, (S)Local Funds	Summative - End of semester count of parents enrolled in Skyward Access.
4. The CTE department is partnering with local industries for students to observe and receive real world experience as a requirement for certification. (Title I SW: 1,3,9,10) (Target Group: All,W,AA,SPED,CTE,9th,10th,11th,12th) (Strategic Priorities: 3,4) (CSFs: 1,3,6)	CTE Specialist, Principal, Teacher(s)	Annually		Summative - CCMR report reviewed annually
5. Strengthen educational partnerships between higher level educational institutions in the surrounding area. (Title I SW: 1,3,6) (Target Group: All,11th,12th) (Strategic Priorities: 3,4) (CSFs: 1,3,5,6)	Counselor(s), CTE Specialist, Principal, Teacher(s)	Annually		Summative - Percentage of students taking courses through Mav U, Mav Tech, and other institutions of higher learning
6. Utilize the district Jumbo Tron during sporting events and the new MHS marquee to promote school partnerships and community and parent involvement with high school video updates and information. (Title I SW: 6,10) (Title I SW Elements: 2.1) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 4)	Assistant Principal(s), Principal, Public Relations Director	Weekly	(O)Local Districts	Summative - School Survey at the end of the year

# MARSHALL HIGH SCHOOL

**Goal 4.** Capitalize on the resources of our diverse community to cultivate new and strengthen existing partnerships through collaboration and communication.

**Objective 1.** Increase communication with all stakeholders.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(CSFs: 5,6)				



# MARSHALL HIGH SCHOOL

**Goal 5.** Facilities will be maintained to provide a safe and secure learning environment for 21st century learners.

**Objective 1.** MHS staff members will work to create a learning environment that is positive and safe.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Positive home contacts for students made by MHS staff. (Title I SW: 1,2,3,6) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,3,5,6)	Assistant Principal(s), Principal, Teacher(s)	All year	(S)Local Funds	Summative - Decrease in referrals as compared to the 2017-2018 school year
2. The Maverick Way will be used to promote consistent campus-wide expectations for safety in the school. (Title I SW: 1,4,8,9,10) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 4) (CSFs: 1,2,3,4,5,6,7)	Assistant Principal(s), Counselor(s), Principal, Special Ed Teachers, Teacher(s)	Daily		Summative - Student Survey and fewer discipline referrals, fewer tardies
3. Truancy officer will keep a log of students and a document to keep record of communication with students who have 3 or more unexcused absences in a period. (Title I SW: 1,6,9) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 4) (CSFs: 1,4,6,7)	Assistant Principal(s), Counselor(s), Principal	Daily		Evaluate Student Prevention Measures sheets on students with Truancy Officer
4. Truancy Officer will meet with parents who are choosing to withdraw their students before the withdraw will be completed (Title I SW: 1,2,6) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 4) (CSFs: 4,5,6)	Assistant Principal(s), Principal, Registrar	Daily		Summative - Percentage of students withdrawing a semester

# MARSHALL HIGH SCHOOL

**Goal 5.** Facilities will be maintained to provide a safe and secure learning environment for 21st century learners.

**Objective 2.** Upgraded facilities for safety of students and faculty.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor frequently to ensure campus updates/remodel(s) remain functional and in good operation. (Target Group: All) (CSFs: 6)	Assistant Principal(s), Principal, Teacher(s)	Daily		Summative - Annual safety audit

# MARSHALL HIGH SCHOOL

**Goal 6.** We will develop opportunities to increase parental/guardian involvement to strengthen the students' educational experience.

**Objective 1.** Expand programs and partnership opportunities between parents, community and school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide opportunities for parents to visit the school through planned events such as Open House, Meet the Mavs, Parent Conferences, etc. (Title I SW: 1,2,6) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 3,4) (CSFs: 1,5,6,7)	Principal	August 2020-June 2021	(S)Local Funds	Summative - Sign in sheets, end of year parent survey
2. Invite and train parents on how to use Skyward Family Access to monitor grades and attendance. (Title I SW: 6) (Target Group: All)	Counselor(s)	August 2020-Sept. 2020	(S)Local Funds	Summative - Decreased failure and dropout rate
3. Increase communication with stakeholders via the jumbotron and various social media platforms. (Title I SW: 1,6,9) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 3,4) (CSFs: 5,6,7)	Principal	Weekly		Summative - Parent survey, increase in parental involvement
4. Parent Compact Committee formation to develop the parent compact. (Title I SW: 1,6,9,10) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 4) (CSFs: 5,6)	Principal	Three times per year		Summative - Parent sign-in at meetings
5. Principal will utilize Facebook Live to bring current news and student acknowledgements to parents and community members. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4) (CSFs: 5)	Principal	Monthly		Summative - Parent survey at the end of the school year
6. Utilize Communities in School to provide connections to the community for parents and students. (Target Group: AtRisk) (Strategic Priorities: 2,3)	Assistant Principal(s), Counselors	August 2020-May 2021	(F)Title I - \$23,500	Criteria: Surveys

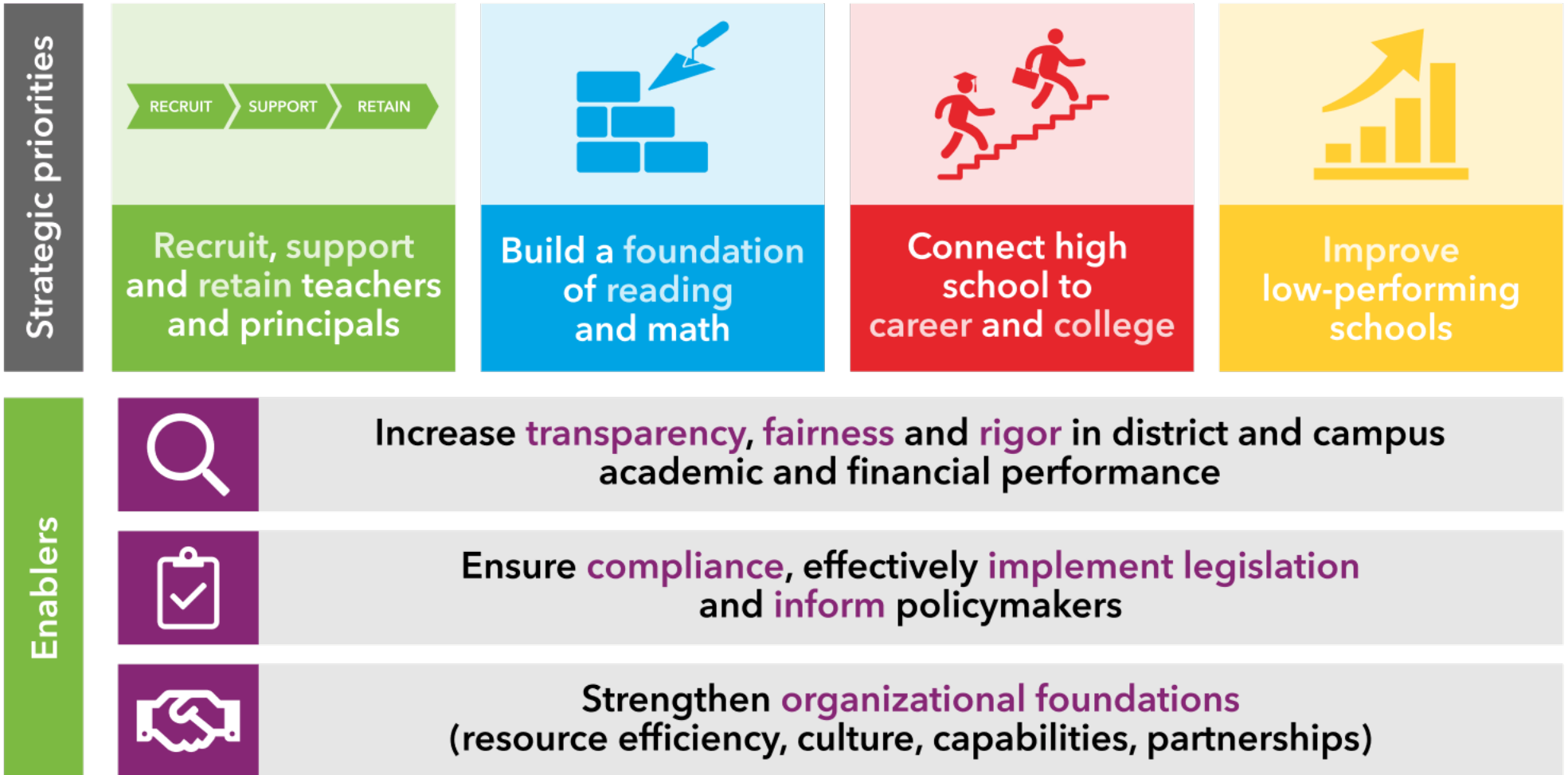
# MARSHALL HIGH SCHOOL

**Goal 7.** Through effective, comprehensive, and sustainable discipline management the campus will increase student and teacher retention.

**Objective 1.** Reduce the number of discretionary DAEP placements by 10%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Restorative discipline practices training for staff. (Title I SW: 2,4,6,10) (Target Group: AA,9th,10th,11th,12th) (Strategic Priorities: 4) (CSFs: 6)	Assistant Principal(s), Teacher(s)	August 2020		Summative - review disciplinary reports every six weeks
2. Implement ACHIEVE in all classrooms. (Title I SW: 2,4,6,9,10) (Target Group: All) (CSFs: 1,3,6)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)	Daily		Summative - weekly discipline data
3. Implement Teacher Positive Phone Call Challenge (Title I SW: 2,6,9) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 1,4) (CSFs: 1,3,6)	Principal, Special Ed Teachers, Teacher(s)	Every Six Weeks		Summative - Number of students who receive a phone call a week.
4. Failure Phone calls each progress report and six weeks report card (Title I SW: 1,3,6) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 1,4) (CSFs: 1,4,6,7)	Counselor(s), Principal, Teacher(s)	Annually		Summative - Failure Notes Given to the Principal each six weeks
5. Student incentive for good behavior and attendance each six weeks. (Title I SW: 1,6,10) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 1,4) (CSFs: 5,6)	Assistant Principal(s), Principal	Six Weeks		Summative - Number of students attending the celebration

# Every child, prepared for success in college, a career or the military.



*\*adapted from TEA Strategic Plan - <https://tea.texas.gov>*